FACULTY: Deborah S. Flournoy, PhD, RN, FNP-BC, CNS (Psych/MH)

OFFICE: Distance Faculty; available online and by phone

OFFICE HOURS: By appointment; generally available M-F 8 AM-5 PM

TELEPHONE: 903-278-0475

EMAIL: Emailing through the course site in Blackboard is preferred; Alternative email is deborah.flournoy@tamucc.edu [only if Blackboard email unavailable]

COURSE DESCRIPTION

This course provides a study of the complex integration of knowledge, research, and theory essential to developing clinical competence in the teaching-coaching function of the Advanced Practice Nurse. Selected models of health promotion, risk factors, and early disease detection are explored. The course emphasizes the importance of situational, cultural, developmental, and individual perspectives in implementing disease prevention/health promotion activities. This course is delivered through online technology.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Analyze the theoretical frameworks and concepts utilized in the definition and promotion of health (MSN Essentials: I, III, IV, VIII, IX).

2. Integrate and incorporate selected nursing, other theories, and research findings in the evaluation of the health status of individuals and families and in the formulation of plans to facilitate the promotion of optimal health (MSN Essentials: I, III, IV, V, VII, VIII, IX).

   a) Incorporate selected developmental theories to the process of health status evaluation and promotion.
b) Analyze the biological, behavioral, cultural, and environmental variables or risk factors that affect the client’s health and health promotion.

c) Formulate and implement health promotion interventions that are client/family/community centered, research based, and culturally appropriate.

d) Act as a client advocate and facilitate client participation in self-care by providing the client with the information and education required to make informed decisions and choices.

e) Evaluate and modify interventions as needed.

f) Evaluate pertinent research studies related to health promotion and disease prevention activities.

g) Collaborate with other members of the discussion team to improve health care and health promotion.

h) Incorporate the Healthy People 2020 recommendations and findings in health promotion interventions.


   a) Compare several teaching/learning theories and evaluate their application to age specific groups.

   b) Evaluate the effectiveness of selected health promotion activities.

**REQUIRED TEXT AND RESOURCES:**


You may order this book or bookmark the electronic version for future use!! The website indicates a cost is $5, however, at the checkout and you are able to obtain your first copy for free.
LEARNING EXPERIENCES AND TEACHING METHODS:

Course objectives for this on-line course are met through individual study using the references and text identified; Learning Team discussions; completing assigned on-line modules; and, written group and/or individual assignments. Teaching methods include assigned readings and internet searches for current standards of practice; moderated discussion rooms; and, faculty developed discussion questions. The student is responsible for identification of learning needs and self-direction for independent study of texts, on-line participation, and seeking consultation in meeting course objectives. All assignments are due on the date listed unless prior arrangements are made in advance with the professor.

The highest standards of academic honesty are expected of students. Faculty adheres to the university policy regarding academic honesty published in the University Catalog. Plagiarism or misrepresentation of references will result in failure of the work in question without the opportunity to re-do the work. See the APA manual for the proper way to use and cite material.

COURSE REQUIREMENTS:

Students are expected to:

- Complete all course assignments on time unless prior arrangements are made with the faculty; **late work is not accepted and will receive a zero.**
- Participate in Learning Team discussions using scholarly resources as a basis for the discussion. **Discussion will be graded randomly and according to the Discussion Rubric.**
• Use the highest level of on-line etiquette; respect and professional communication is expected: Communication should be respectful of other views and have a positive and polite tone. **PLEASE REVIEW DISCUSSION Rules of Engagement.**
• Complete the Learning team project with materials generated at a graduate education level.

**CONHS GRADING POLICY**

A = 90 to 100  
B = 83 to 89  
C = 75 to 82  
D = 67-74  
F = Below 67

Grading is a process of measuring the outcome of learning against standards and assigning a symbol to the level of performance achieved. The final determination of the course grade, therefore, rests with the Course Instructor.

**COURSE GRADE**

1. **Learning Team Discussion Participation (20%):**

   Each student will be randomly assigned to a Learning Team to facilitate group discussion. As a team member, ALL students are required to participate in the development and presentation of assigned material weekly. Students will find the question(s) to be discussed at the end of each Unit.

   You can respond at a time convenient for you, however, posting on only one day and/or posting only at the end of the discussion week will not earn full discussion points. Note that not everyone is on the discussion at the same time; this is called an "asynchronous" format and requires your intentional participation. Discussion begins each class week on Monday and ends on Sunday at 11:59 pm.

   Be a scholar in your Learning Team. Learning Team members should agree or disagree respectfully with others, point out strengths and weaknesses in arguments for or against the topic; identify statements that over-simplify the issue, problem, or solution; and, define, describe, discuss, and analyze information.

   Please fulfill your responsibility diligently. Also, generate knowledge for your peers, post best practices and all helpful resources, and suggest additional discussion threads - in other words, find a way to take us all to higher ground!

   The expectations and goals for your participation in this electronic discussion group are:
   1. recognize the value of discussion
   2. increase your access to peers
   3. conscientiously address each discussion topic by partaking in discussion
   4. reading all discussion entries
   5. considering all others’ points of view before providing constructive criticism to others
   6. **DO NOT REPEAT INFORMATION THAT HAS ALREADY BEEN POSTED.** Add to the conversation but do not repeat the same information.
The Discussion Rules of Engagement are posted for your review.

2. Health Promotion Materials (25% Team Project; 5% Peer Review)

Students in Learning Teams will investigate and compile materials for an assigned age group across the lifespan to facilitate implementation of health promotion in advanced practice nursing. The 6-part Learning Team project includes growth and development considerations; information for clients; checklists for nurse practitioners; additional resources from government agencies, the internet, and the popular press; and “hot topics” (current area/s of concern for a particular age group). These materials will be posted for the entire class. Each student will peer evaluate all other Learning Team submissions. Specific directions and grading rubrics for these assignments are found in the assignment tab.

3. Personal Health Promotion (Journal) (10%)

Each student will complete weekly journal entries on the topics of wellness and health promotion addressed in each Unit. The purpose of this assignment is to provide the student with personal knowledge of health promotion principles and identify personal resources to support continued education.

4. Family Assessment (35%)

Each student will complete a family assessment of their own family and another family of their choosing using guidelines provided. The purpose of this assignment is to provide the student with an introduction to family theory, family assessment, and the use of genograms. Assignments are to be done using Word.

5. On-Line Modules (5%)

These continuing education online modules address a variety of health topics and should be used to expand the student’s knowledge base for alternative and complementary medicine. The student may want to book mark the website for easy reference. Go to https://nccam.nih.gov then click on the Training tab, choose from dropdown menu, select online continuing education series. There are nine modules; please choose four modules to complete by the end of July – see schedule. After you have completed all four modules; scan them together as one pdf file and place in Dropbox.

The student must register as a user to receive continuing education and the certificate. There is no charge. When

ELECTRONIC COMMUNICATION

The University and the College of Nursing and Health Sciences rely on electronic communication as the major avenue to distribute and receive information needed for
academic work and life on campus. Only by using university e-mail addresses will communication be consistent and complete. This course will ONLY use the Blackboard email system (primary) and/or university email addresses (Islander accounts) to communicate with students electronically. It is each individual student’s responsibility to activate his/her university e-mail account.

WRITING GUIDELINES

The APA Publication Manual is the guide used in the College of Nursing. It is expected that all writing will be completed using the style and format described in the APA Publication Manual.


Students in the MSN program are expected to purchase a copy of the most recent Publication Manual of the American Psychological Association. It is also acceptable to use the Purdue Owl website as an accurate APA resource.

Save copies of all of your work! Create a folder on your computer that is specifically for this course. As you create a new Word document for each assignment, save it in your course folder, and then submit it by the due date.

ACADEMIC ADVISING

The College of Nursing and Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate plan is active by signing the plan. Once the plan is completed it will be filed in the student’s record. The College's Academic Advising Center is located in Island Hall, and the Graduate Academic Advisor is Rachel Holman; her office is located in Island Hall 322, 361-825-5893, Rachel.holman@tamucc.edu.

POLICIES:

Evaluation Input from Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student
population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct: http://www.tamucc.edu/~students

University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/


Academic Misconduct Cases

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).
Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

Military students

Active duty military personnel, military spouses, and veterans with special circumstances (eg. : deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. **It is the STUDENT’S responsibility to keep abreast of course announcements.** Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.
### Nursing 5341: Wellness and Health Promotion Across the Life Span
#### Schedule, Summer, 2017

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture Topic</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/30/17 to 6/4/17</td>
<td>Toward a definition of wellness</td>
<td>See Unit in Bb shell for assignments &amp; due dates</td>
</tr>
<tr>
<td>2</td>
<td>6/5/17 to 6/11/17</td>
<td>Planning for health promotion &amp; prevention</td>
<td>See Unit in Bb shell for assignments &amp; due dates</td>
</tr>
<tr>
<td>3</td>
<td>6/12/17 to 6/18/17</td>
<td>Models to improve family health</td>
<td>See Unit in Bb shell for assignments &amp; due dates</td>
</tr>
<tr>
<td>4</td>
<td>6/19/17 to 6/25/17</td>
<td>Health promotion in diverse populations</td>
<td>See Unit in Bb shell for assignments &amp; due dates</td>
</tr>
<tr>
<td>5</td>
<td>6/26/17 to 7/2/17</td>
<td>Nutritional interventions</td>
<td>See Unit in Bb shell for assignments &amp; due dates</td>
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<tr>
<td>6</td>
<td>7/4--HOLIDAY 7/3/17 to 7/9/17</td>
<td>Physical activity interventions</td>
<td>See Unit in Bb shell for assignments &amp; due dates</td>
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<tr>
<td>7</td>
<td>7/10/17 to 7/16/17</td>
<td>Stress management intervention</td>
<td>See Unit in Bb shell for assignments &amp; due dates</td>
</tr>
<tr>
<td>8</td>
<td>7/17/17 to 7/23/17</td>
<td>Social support interventions</td>
<td>See Unit in Bb shell for assignments &amp; due dates</td>
</tr>
<tr>
<td>9</td>
<td>7/24/17 to 7/30/17</td>
<td>Evaluating health promotion</td>
<td>See Unit in Bb shell for assignments &amp; due dates</td>
</tr>
<tr>
<td>10</td>
<td>7/31/17 to 8/2/17</td>
<td>Promoting health through social &amp; environmental change</td>
<td>See Unit in Bb shell for assignments &amp; due dates</td>
</tr>
</tbody>
</table>

All required AANP documents available at [www.aanp.org](http://www.aanp.org); the link to these documents is also embedded in the unit materials.

### Important University Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>First class day</td>
<td>5/30/2017</td>
</tr>
<tr>
<td>Last day to register/add a class</td>
<td>5/31/2017</td>
</tr>
<tr>
<td>Last day to drop a class</td>
<td>6/16/2017</td>
</tr>
<tr>
<td>Last day to withdraw from the University</td>
<td>8/1/2017</td>
</tr>
<tr>
<td>Last class day</td>
<td>8/2/2017</td>
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<tr>
<td>Summer Commencement</td>
<td>8/5/2017</td>
</tr>
<tr>
<td>Summer Grades Due</td>
<td>8/8/2017</td>
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</tbody>
</table>